Available online at www.sciencedirect.com
ScienceDirect
Cognition 107 (2008) 1165–1167
COGNITION
www.elsevier.com/locate/COGNIT

Author index for volume 107

Abrams, R.A., 1035
Adamo, M., 295
Adams, W.J., 137
Alario, F-X., 151
Apperly, I.A., 266
Atkinson, C.M., 946

Baillargeon, R., 304
Barclay, P., 817
Barner, D., 603
Bavelier, D., 433
Beilock, S.L., 284
Bestelmeyer, P.E.G., 353
Binns, M.A., 501
Birch, S.A.J., 1018
Bloom, P., 1018
Bonifacci, P., 999
Boutla, M., 433
Bradshaw, J.L., 1048
Brebner, J.L., 718
Brennan, S.E., 54
Brown-Schmidt, S., 1122
Bull, R., 663
Burton, A.M., 330

Camos, V., 1135
Campbell, J.I.D., 218
Carey, S., 603, 650
Castel, C., 151
Castel, A.D., 343
Cater, K., 1102
Cavanagh, P., 552
Chu, Y., 460
Cimpian, A., 19
Close, J., 581
Cohen, J.D., 1144
Coltheart, M., 946
Conway, C.A., 353, 663
Csibra, G., 705, 1059
Cushman, F., 479

Davis, C., 673
Davoli, C.C., 1035
De Vries, M.H., 763
Debruine, L.M., 353
Decaro, M.S., 284
Derringer, J., 381
Dimroth, C., 317
Du, F., 1035

Ellis, D., 946
Engbert, K., 693
Escoffier, N., 1070

Feigenson, L., 1
Ferber, S., 295
Filik, R., 1112
Flombaum, J.I., 904
Forster, K.I., 623, 673
Friedman, O., 829
Friend, J., 685

doi:10.1016/S0010-0277(08)00090-5

Gelman, S.A., 366, 1084
George, F., 151
Gilchrist, I.D., 1102
Gilmore, C.K., 932
Goldrick, M., 1155
Greene, J.D., 1144
Gunlogson, C., 1122
Gutheil, G., 366

Haggard, P., 693, 978
Hall, M., 433
Hanley, J.R., 752
Hannula, M.M., 82
Hauser, M., 479, 603
Herrmann, P., 420
Hespos, S.J., 304
Holcombe, A.O., 552
Hood, B.M., 1102

Ikram, N., 1102

Johnson, M.H., 1059
Jones, B.C., 353

Kammers, M.P.M., 978
Kapfhamer, J., 479
Keil, F.C., 420, 528
Kelaita, K., 366
Kim, J., 673
Kinoshita, S., 623
Kinzler, K.D., 775
Kirk C., 238
Klein, E., 366
Knapp III, W.H., 1035
Knecht, S., 763
Koivisto, M., 82
Kraljic, T., 54
Kushnir, T., 1084

Langton, S.R.H., 330
Larson, M., 1155
Law, A.S., 330
Le Corre, M., 650
Little, A.C., 353
Loftus, A.M., 1048
Longo, M.R., 978
Lowenberg, K., 1144

Macrae, C.N, 718
Majerus, S., 395
Markman, E.M., 19
Mattingley, J.B., 1048
Mcarthur, G.M., 946
Mccabe, D.P., 343
Metcalfe, A.W.S., 218
Michos, K., 366
Mills, C.M., 528
Monaghan, P., 763
Morelli, S.A., 1144
Morgan, J.L., 238
Moro, R., 105
Mozer, M.C., 623

Narasimhan, B., 317
Neary, K.R., 829
Newman, G.E., 420
Newport, E.L., 433
Nicholls, M.E.R., 1048
Nott, K., 1102
Novick, J.M., 850
Nystrom, L.E., 1144

Pacherie, E., 179
Pak, H., 752
Paull, D., 1035
Pech-Georgel, C., 151
Peperkamp, S., 238
Perrett, D.I., 353
Perry, C., 151
Phillips, L.H., 663
Ploetz, D.M., 685
Poncelet, M., 395
Pothos, E.M., 581
Pratt, J., 295
Pun, C., 295
Pylyshyn, Z.W., 904

Railo, H., 82
Rakison, D.H., 381
Redford, M.A., 785

Revonsuo A., 82
Roberson, D., 752

Saffran, J., 479
Samuel, A.G., 54
Sanford, A.J., 1112
Schneider, A., 353
Scholl, B.J., 904
Schüür, F., 978
Schweinberger, S.R., 330
Seibel, R., 479
Shallice, T., 501
Shutts, K., 775
Smith, A.D., 1102
Sophian, C., 460
Southgate, V., 1059
Snowling, M.J., 999
Spelke, E.S., 932
Supalla, T., 433

Tanenhaus, M.K., 1122
Thomas, R.D., 284
Thompson-Schill, S.L., 850
Tillmann, B., 1070, 1135
Trueswell, J.C., 850
Tsakiris, M., 978
Tsao, F., 479

Vallesi, A., 501
Van der linden, M., 395
Vauthier, S. A., 1018
Vouloumanos, A., 729

Wang, Q., 743
Watson, D.G., 1093
Wedell, D.H., 105
Weekes, B.S., 395
Welling, L.L.M., 353
Wellman, H.M., 1084
White, K.S., 238
Wohlschläger, A., 693
Wonnacott, E., 1093
Wood, J., 603
Wynn, K., 420

Yates, M., 685

Ziegler, J.C., 151
Zwitserlood, P., 763

Available online at www.sciencedirect.com
ScienceDirect
Cognition 107 (2008) 1168–1173
COGNITION
ELSEVIER
www.elsevier.com/locate/COGNIT

Contents of volume 107

Number 1

Regular articles

LISA FEIGENSON (*Johns Hopkins University*)
Parallel non-verbal enumeration is constrained by a set-based limit, 1–18

ANDREI CIMPIAN and ELLEN M. MARKMAN (*Stanford University*)
Preschool Children's use of cues to generic meaning, 19–53

TANYA KRALJIC (University of California), SUSAN E. BRENNAN and ARTHUR G. SAMUEL (*State University of New York*)
Accommodating variation: Dialects, idiolects, and speech processing, 54–81

HENRY RAILO, MIKA KOIVISTO (*University of Turku*), ANTTI REVONSUO (*University of Turku, University of Skövde*) and MINNA M. HANNULA (*Cornell University, University of Turku*)
The role of attention in subitizing, 82–104

DOUGLAS H. WEDELL and RODRIGO MORO (*University of South Carolina*)
Testing boundary conditions for the conjunction fallacy: Effects of response mode, conceptual focus, and problem type, 105–136

WENDY J. ADAMS (*University of Southampton*)
Frames of reference for the light-from-above prior in visual search and shape judgements, 137–150

JOHANNES C. ZIEGLER, CAROLINE CASTEL (*CNRS et Aix-Marseille Université*), CATHERINE PECH-GEORGEL, FLORENCE GEORGE (*CHU Timone and Université de la Méditerrané*), F-XAVIER ALARIO (*CNRS et Aix-Marseille Université*) and CONRAD PERRY (*Swinburne University of Technology*)
Developmental dyslexia and the dual route model of reading: Simulating individual differences and subtypes, 151–178

ELISABETH PACHERIE (*CNRS*)
The phenomenology of action: A conceptual framework, 179–217

JAMIE I.D. CAMPBELL and ARRON W.S. METCALFE (*University of Saskatchewan*)
Arabic digit naming speed: Task context and redundancy gain, 218–237

doi:10.1016/S0010-0277(08)00091-7

KATHERINE S. WHITE (*Brown University*), SHARON PEPERKAMP (*CNRS, Université de Paris VIII, and Institut Universitaire de France*), CECILIA KIRK (*University of Canterbury*) and JAMES L. MORGAN (*Brown University*)
Rapid acquisition of phonological alternations by infants, 238–265

Discussion article

IAN A. APPERLY (*University of Birmingham*)
Beyond Simulation–Theory and Theory–Theory: Why social cognitive neuroscience should use its own concepts to study "theory of mind", 266–283

Brief articles

MARCI S. DECARO, ROBIN D. THOMAS (*Miami University*) and SIAN L. BEILOCK (*The University of Chicago*)
Individual differences in category learning: Sometimes less working memory capacity is better than more, 284–294

MAHA ADAMO, CARSON PUN, JAY PRATT and SUSANNE FERBER (*University of Toronto*)
Your divided attention, please! The maintenance of multiple attentional control sets over distinct regions in space, 295–303

SUSAN J. HESPOS (*Northwestern University*) and RENÉE BAILLARGEON (*University of Illinois*)
Young infants' actions reveal their developing knowledge of support variables: Converging evidence for violation-of-expectation findings, 304–316

BHUVANA NARASIMHAN and CHRISTINE DIMROTH (*Max Planck Institute*)
Word order and information status in child language, 317–329

STEPHEN R.H. LANGTON, ANNA S. LAW (*University of Stirling*), A. MIKE BURTON (*University of Glasgow*) and STEFAN R. SCHWEINBERGER (*University of Jena*)
Attention capture by faces, 330–342

DAVID P. MCCABE (*Colorado State University*) and ALAN D. CASTEL (*University of California*)
Seeing is believing: The effect of brain images on judgments of scientific reasoning, 343–352

P.E.G. BESTELMEYER, B.C. JONES, L.M. DEBRUINE (*University of Aberdeen*), A.C. LITTLE (*University of Stirling*), D.I. PERRETT (*University of St. Andrews*), A. SCHNEIDER, L.L.M. WELLING and C.A. CONWAY (*University of Aberdeen*)
Sex-contingent face aftereffects depend on perceptual category rather than structural encoding, 353–365

GRANT GUTHEIL (*Nazareth College*), SUSAN A. GELMAN (*University of Michigan*), EILEEN KLEIN (*University of California*), KATHERINE MICHOS (*Widener University*) and KARA KELAITA (*University of Hartford*)
Preschoolers' use of spatiotemporal history, appearance, and proper name in determining individual identity, 366–380

DAVID H. RAKISON (*Carnegie Mellon University*) and JAIME DERRINGER (*University of Minnesota*)
Do infants possess an evolved spider-detection mechanism?, 381–393

Number 2

Regular articles

STEVE MAJERUS (*Université de Liège, Fonds National de la Recherche Scientifique*), MARTINE PONCELET (*Université de Liège*), MARTIAL VAN DER LINDEN (*Université de Liège, Université de Genève*) and BRENDAN S. WEEKES (*University of Sussex*)
Lexical learning in bilingual adults: The relative importance of short-term memory for serial order and phonological knowledge, 395–419

GEORGE E. NEWMAN (*Yale University*), PATRICIA HERRMANN (*Northwestern University*), KAREN WYNN and FRANK C. KEIL (*Yale University*)
Biases towards internal features in infants' reasoning about objects, 420–432

DAPHNE BAVELIER, ELISSA L. NEWPORT, MATT HALL, TED SUPALLA and MRIM BOUTLA (*University of Rochester*)
Ordered short-term memory differs in signers and speakers: Implications for models of short-term memory, 433–459

CATHERINE SOPHIAN and YUN CHU (*University of Hawaii*)
How do people apprehend large numerosities?, 460–478

JENNY SAFFRAN (*University of Wisconsin-Madison*), MARC HAUSER (*Harvard University*), REBECCA SEIBEL, JOSHUA KAPFHAMER (*University of Wisconsin-Madison*), FRITZ TSAO (*Hillsdale College*) and FIERY CUSHMAN (*Harvard University*)
Grammatical pattern learning by human infants and cotton-top tamarin monkeys, 479–500

ANTONINO VALLESI (*SISSA-ISAS, Rotman Research Institute*), MALCOLM A. BINNS (*Rotman Research Institute*) and TIM SHALLICE (*SISSA-ISAS, University College London*)
An effect of spatial–temporal association of response codes: Understanding the cognitive representations of time, 501–527

CANDICE M. MILLS (*The University of Texas*) and FRANK C. KEIL (*Yale University*)
Children's developing notions of (im)partiality, 528–551

ALEX O. HOLCOMBE (*University of Sydney*) and PATRICK CAVANAGH (*Harvard University, Université de Paris*)
Independent, synchronous access to color and motion features, 552–580

EMMANUEL M. POTHOS (*Swansea University*) and JAMES CLOSE (*Cardiff University*)
One or two dimensions in spontaneous classification: A simplicity approach, 581–602

DAVID BARNER (*University of Toronto*), JUSTIN WOOD, MARC HAUSER and SUSAN CAREY (*Harvard University*)
Evidence for a non-linguistic distinction between singular and plural sets in rhesus monkeys, 603–622

SACHIKO KINOSHITA (*Macquarie University*), KENNETH I. FORSTER (*University of Arizona*) and MICHAEL C. MOZER (*University of Colorado*)
Unconscious cognition isn't that smart: Modulation of masked repetition priming effect in the word naming task, 623–649

Discussion article

MATHIEU LE CORRE and SUSAN CAREY (*Harvard University*)
Why the verbal counting principles are constructed out of representations of small sets of individuals: A reply to Gallistel, 650–662

Brief articles

REBECCA BULL, LOUISE H. PHILLIPS and CLAIRE A. CONWAY (*University of Aberdeen*)
The role of control functions in mentalizing: Dual-task studies of Theory of Mind and executive function, 663–672

CHRIS DAVIS, JEESUN KIM (*University of Western Sydney*) and KENNETH I. FORSTER (*University of Arizona*)
Being forward not backward: Lexical limits to masked priming, 673–684

MARK YATES, JOHN FRIEND and DANIELLE M. PLOETZ (*University of South Alabama*)
The effect of phonological neighborhood density on eye movements during reading, 685–692

KAI ENGBERT, ANDREAS WOHLSCHLÄGER (*Max Planck Institute*) and PATRICK HAGGARD (*University College London*)
Who is causing what? The sense of agency is relational and efferent-triggered, 693–704

GERGELY CSIBRA (*University of London*)
Goal attribution to inanimate agents by 6.5-month-old infants, 705–717

JOANNE L. BREBNER and C. NEIL MACRAE (*University of Aberdeen*)
Faces, flowers and football boots: Capacity limits in distractor processing, 718–728

ATHENA VOULOUMANOS (*McGill University*)
Fine-grained sensitivity to statistical information in adult word learning, 729–742

QI WANG (*Cornell University*)
Being American, being Asian: The bicultural self and autobiographical memory in Asian Americans, 743–751

DEBI ROBERSON, HYENSOU PAK and J. RICHARD HANLEY (*University of Essex*)
Categorical perception of colour in the left and right visual field is verbally mediated: Evidence from Korean, 752–762

MEINOU H. DE VRIES (*University of Münster*), PADRAIC MONAGHAN (*University of York*), STEFAN KNECHT and PIENIE ZWITSERLOOD (*University of Münster*)
Syntactic structure and artificial grammar learning: The learnability of embedded hierarchical structures, 763–774

KATHERINE D. KINZLER and KRISTIN SHUTTS (*Harvard University*)
Memory for "mean" over "nice": The influence of threat on children's face memory, 775–783

Number 3

Regular articles

MELISSA A. REDFORD (*University of Oregon*)
Production constraints on learning novel onset phonotactics, 785–816

PAT BARCLAY (*Cornell University*)
Enhanced recognition of defectors depends on their rarity, 817–828

ORI FRIEDMAN and KAREN R. NEARY (*University of Waterloo*)
Determining who owns what: Do children infer ownership from first possession?, 829–849

JARED M. NOVICK, SHARON L. THOMPSON-SCHILL and JOHN C. TRUESWELL (*University of Pennsylvania*)
Putting lexical constraints in context into the visual-world paradigm, 850–903

JONATHAN I. FLOMBAUM, BRIAN J. SCHOLL (*Yale University*) and ZENON W. PYLYSHYN (*Rutgers University*)
Attentional resources in visual tracking through occlusion: The high-beams effect, 904–931

CAMILLA K. GILMORE and ELIZABETH S. SPELKE (*Harvard University*)
Children's understanding of the relationship between addition and subtraction, 932–945

G.M. MCARTHUR, D. ELLIS, C.M. ATKINSON and M. COLTHEART (*Macquarie University*)
Auditory processing deficits in children with reading and language impairments: Can they (and should they) be treated?, 946–977

MATTHEW R. LONGO (*University College London*), FRIEDERIKE SCHÜÜR (*University College London, Radboud University Nijmegen*), MARJOLEIN P.M. KAMMERS (*University College London, Utrecht University*), MANOS TSAKIRIS (*University College London, University of London*) and PATRICK HAGGARD (*University College London*)
What is embodiment? A psychometric approach, 978–998

PAOLA BONIFACCI (*Università degli Studi di Bologna*) and MARGARET J. SNOWLING (*University of York*)
Speed of processing and reading disability: A cross-linguistic investigation of dyslexia and borderline intellectual functioning, 999–1017

SUSAN A.J. BIRCH, SOPHIE A. VAUTHIER (*University of British Columbia*) and PAUL BLOOM (*Yale University*)
Three- and four-year-olds spontaneously use others' past performance to guide their learning, 1018–1034

Brief articles

RICHARD A. ABRAMS, CHRISTOPHER C. DAVOLI, FENG DU, WILLIAM H. KNAPP III and DANIEL PAULL (*Washington University*)
Altered vision near the hands, 1035–1047

ANDREA M. LOFTUS, MICHAEL E.R. NICHOLLS (*University of Melbourne*), JASON B. MATTINGLEY (*University of Queensland*) and JOHN L. BRADSHAW (*Monash University*)
Left to right: Representational biases for numbers and the effect of visuomotor adaptation, 1048–1058

VICTORIA SOUTHGATE, MARK H. JOHNSON and GERGELY CSIBRA (*University of London*)
Infants attribute goals even to biomechanically impossible actions, 1059–1069

N. ESCOFFIER (*Université Claude Bernard Lyon 1, University of Georgia, National University of Singapore*) and B. TILLMANN (*Université Claude Bernard Lyon 1*)
The tonal function of a task-irrelevant chord modulates speed of visual processing, 1070–1083

TAMAR KUSHNIR, HENRY M. WELLMAN and SUSAN A. GELMAN (*University of Michigan*)
The role of preschoolers' social understanding in evaluating the informativeness of causal interventions, 1084–1092

ELIZABETH WONNACOTT (*University of Oxford*) and DUANE G. WATSON (*University of Illinois*)
Acoustic emphasis in four year olds, 1093–1101

ALASTAIR D. SMITH, IAIN D. GILCHRIST, KIRSTEN CATER, NAIMAH IKRAM, KYLIE NOTT and BRUCE M. HOOD (*University of Bristol*)
Reorientation in the real world: The development of landmark use and integration in a natural environment, 1102–1111

RUTH FILIK and ANTHONY J. SANFORD (*University of Glasgow*)
When is cataphoric reference recognised?, 1112–1121

SARAH BROWN-SCHMIDT (*University of Illinois*), CHRISTINE GUNLOGSON and MICHAEL K. TANENHAUS (*University of Rochester*)
Addressees distinguish shared from private information when interpreting questions during interactive conversation, 1122–1134

VALÉRIE CAMOS (*Université de Bourgogne & Institut Universitaire de France*) and BARBARA TILLMANN (*Université Claude Bernard Lyon 1*)
Discontinuity in the enumeration of sequentially presented auditory and visual stimuli, 1135–1143

JOSHUA D. GREENE (*Harvard University*), SYLVIA A. MORELLI (*UCLA*), KELLY LOWENBERG (*Stanford Law School*), LEIGH E. NYSTROM and JONATHAN D. COHEN (*Princeton University*)
Cognitive load selectively interferes with utilitarian moral judgment, 1144–1154

MATTHEW GOLDRICK and MEREDITH LARSON (*Northwestern University*)
Phonotactic probability influences speech production, 1155–1164

Author index for volume 107, 1165–1167

Contents of volume 107, 1168–1173